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ABSTRACT

This final report summarizes the activities and evaluation of Project Outcomes, a program developed at the University of Kentucky to prepare personnel to work with young children and their families in inclusive settings. The program was built around three unique components: (1) individual program plans were developed for each student; (2) each course was offered in an alternative format, such as distance learning, weekend courses, summer institutes, and night courses; and (3) the project focused on developing partnerships with families. The outcomes of the project were: (1) an increased number of early childhood personnel trained to work in both urban and rural areas; (2) increased educational opportunities for nontraditional students; and (3) increased opportunities for collaboration between professionals and families. The project accomplished all of its outcomes at a cost of about \$5,520 per student. Students in rural and urban settings were able to take courses together, and of the 28 students who have finished or are nearing graduation, all are working with young children birth to 8, with the majority working in inclusive programs for children who are birth to five. Included are lists of courses offered throughout the life of the project, inservices attended and conducted, professional conference presentations given, and research conducted. (SG)

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FINAL REPORT

Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel

Project number H029G970210

Jennifer Grisham-Brown, Principal Investigator/Project Director

Department of Family Studies

University of Kentucky

II. PROJECT SUMMARY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel (hereafter referred to as **Project Options**) was designed to prepare personnel to work with young children with and without disabilities and their families in inclusive settings. The program was designed to meet the unique needs of students as they work toward a masters degree, certification, or an increase in teaching rank, as well as other practitioners (e.g., occupational therapy, nutrition, physical therapy) who need coursework specific to young children. The program was built around three unique components. **First**, individual program plans will be developed for each student. These were developed collaboratively by the student and faculty and will involve assessing the student's current skills, identifying their professional goals, and developing a program that meets their professional needs (e.g., certification, increase in teaching rank). Performance-based assessment will be used to monitor student progress toward those goals. The final outcome for each student was a portfolio demonstrating the achievement of the outcomes identified for them at the beginning of their program. **Second**, the program was implemented using alternative formats. Each course was offered in an alternative format sometime during the three and one-half year project. These formats included distance learning via satellite or compressed video, weekend courses, summer institutes, and night courses. These alternative formats were used to recruit students who might otherwise not be able to attend courses (e.g., students from rural areas, nontraditional students, students who must work full time while attending school). **Third** the project focused on developing

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partnerships with families by (a) supporting families to serve as mentors for project trainees, and (b) including families as co-instructors in courses on working with families. The outcomes of this project were an increased number of early childhood personnel trained to work in both urban and rural areas, increased educational opportunities for nontraditional students, and increased opportunities for collaboration between professionals and families. This final report summarizes project activities from **January 1, 1998 through August 30, 2001.**

III. PROJECT STATUS

The overall goal of the Project Options was to provide preservice training at the graduate level to personnel from a variety of disciplines to work with young children with and without disabilities and their families in inclusive settings. This goal was accomplished through three primary objectives. The objectives and their evaluation follows.

Objective 1

To improve and implement the current early childhood education training program by providing students with training outcome options through alternative formats.

Objective 2

To recruit (a) students seeking a masters degree; (b) students seeking initial certification; and (c) students with M.S. seeking a rank change.

Objective 3

To matriculate students from the program who are prepared to work with young children (birth to five years) with and without disabilities and their families in community-based settings and to assist students in finding employment.

Objective 4

To disseminate information about the project, research findings from students theses and evaluation findings

Objective 5

To evaluate the training program on both and summative and formative basis and to use the evaluation data for program modifications.

Outcomes

Objective 1: Improve and Implement Program

Create advisory board. An advisory board was been created that consists of the following people who represent the following agencies: Annie French, Kentucky Department of Education, Division of Preschool Services; Nancy Newberry, Cabinet for Human Services, Infant and Toddler Programs; Phyllis Hall, Regional Training Centers for Early Childhood Services, Janet Berry, Parent; Jenny DeSelm, Graduate Student; and Deborah Watson, Child Development Centers of the Bluegrass, Executive Director. This group met for the first time in March, 1998. The Advisory Board met bi-yearly to make recommendations with regard to programming decisions and who should receive tuition assistance.

Refine the mission statement, functions and competencies. In January, 1998, the Kentucky Department of Education (KDE) approved the graduate certification program in Interdisciplinary Early Childhood Education (IECE). In general there are three broad goals of this program related to (a) the design and implementation of personnel preparation programs; (b) design of research activities; and (c) consultation. For each of these goals there are corresponding functions in assessment, instructional program design, collaboration, professional development and supervision. As well, the certification program has specific competencies related to these functions that are validated in the early childhood literature. The specific competencies guided curriculum development for the masters and certification programs supported by Project Options.

Revise the content and structure. Based on input from the Project Options Advisory Board, two new courses were developed and taught through Project Options. The first, entitled "Development, Assessment and Intervention of At-Risk Preterm Infants", was be taught by Jackie Sampers, College of Nursing, who is a faculty liaison for Project Options. The second, entitled "Language Development and Intervention for Young Children", was taught by Donna Southerland-Morris, also a faculty liaison from the College of Allied Health, Division of Speech/Language Pathology. In addition, one special education practicum was revised to give students more experience in (a) working with infants and toddlers; and (b) providing homebased services. The

Infant/Toddler Practicum was taught each summer that Project Options was funded. Students spent half of the practicum experience working with a child and his/her family in a homebased programming situation. The second half of the experience was spent in a centerbased program. The centerbased component took place at the UK Early Childhood Laboratory that was closed for the summer. Finally a "Behavior Checklist" of teaching behaviors associated with the IECE competencies was developed for use in all practica courses and was used to evaluate students' teaching.

Include families. Families were involved in the delivery of coursework in three ways. First, they served as guest lectures in selected courses. For example, during practicum seminars they discussed topics of interest to students such as autism, children with complex health care needs, and inclusion of children in typical early childhood settings. Second, one mother of a child with disabilities served as a co-instructor for EDS/FAM 622 ("The Family's Role in Early Childhood Education") for three semesters. Finally, families with infants/toddlers with disabilities served as mentors for practicum students during the Infant/Toddler practicum (described above). They agreed to allow students to conduct home visits, and participate in other family activities that involved their child (e.g., therapy sessions, doctor's appointments). All families who participated received a stipend for their involvement.

Identify student outcomes, competencies and program plans. All students who took courses through Project Options had individualized program plans that outlined what courses they would have to take in order to complete their program in a timely manner. Each course had specific outcomes and competencies associated with the IECE certification that were outlined in course syllabi. In addition, students had to complete

Implement coursework through alternative formats. Coursework for Project Options begins in Summer, 1998. Below are the courses that were offered throughout the life of the project (summer, 1998 – summer, 2001), as well as the delivery format:

Summer, 1998

EDS 779: Development, Assessment and Intervention of At-Risk Preterm Infants
Format: Week-long summer institute (campus)

EDS 601: Applied Behavior Analysis
Format: Compressed video

Fall, 1998

EDS 600: Survey of Special Education
Format: Satellite

EDS 601: Applied Behavior Analysis
Format: Satellite

EDS 620: Instructional Programming/Assessment in Early Childhood Special Education
Format: Compressed Video

EDS 612: Advanced Practicum: Special Education

Spring, 1999

EDS 630: Methods for Teaching Students with Disabilities
Format: Compressed Video

FAM 557: Infant Development
Format: Satellite

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

Summer, 1999

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

EDS 622: The Family's Role in Early Childhood Education
Format: Week-long summer Institute

EDS 779: Development, Assessment and Intervention of At-Risk Preterm Infants
Format: Week-long summer institute

EDS 779: Language Development and intervention
Format: Week-long summer institute

EDS 633: Single Subject Research Design
Format: Compressed Video

Fall, 1999

FAM 552: Administration and Supervision in Early Childhood Education Programs

Format: Weekend

EDS 621: Issues in Early Childhood Education of the Handicapped

Format: Compressed Video

EDS 768: Residence Credit for Master's Degree

Format: Compressed Video

EDS 612/623: Advanced Practicum in Special Education

Format: On-site

FAM 710: Current Trends in Early Childhood Education and Care

Spring, 2000

FAM 659: Advanced Child Development

Format: Satellite

EDS 620: Instructional Programming and Assessment in Early Childhood Special Education

Format: On-campus

EDS 612/623: Advanced Practicum in Special Education

Format: On-site

Summer, 2000

EDS 612/623: Advanced Practicum in Special Education

Format: On-site

EDS 622: The Family's Role in Early Childhood Education

Format: Week-long summer Institute

EDS 633: Single Subject Research Design

Format: Compressed Video

Fall, 2000

FAM 710: Current Trends in Early Childhood Education and Care

Format: Satellite

FAM 557: Infant Development

Format: Compressed Video

EDS 612/623: Advanced Practicum in Special Education

Format: On-site

EDS 620: Instructional Programming and Assessment in Early Childhood Special Education

Format: Compressed Video

Spring, 2001

FAM 659: Advanced Child Development
Format: Compressed Video

EDS 612/623: Advanced Practicum in Special Education
Format: On-site

EDS 621: Issues in Early Childhood Education of the Handicapped
Format: On campus

FAM 699: Practicum in Family Studies
Format: On site

Summer, 2001

EDS 633: Single Subject Research Design
Format: Compressed Video

EDS 622: The Family's Role in Early Childhood Education
Format: Week-long summer Institute

FAM 699: Practicum in Family Studies
Format: On site

Performance based assessment All students who are seeking IECE certification had to be admitted to the Teacher Education Program (TEP) and submit an entry portfolio at the time of the TEP interviews. During their third practicum, students had to submit their portfolio again for review. At this mid-point evaluation, students submitted all portfolio entries completed to date. These entries were completed in required coursework. Following the completion of all coursework, students had to submit the entire portfolio for review by the IECE program faculty. The completed portfolio contained seven portfolio entries (Child Assessment, IEP/IFSP Development, Professional Development Plan, Group Activity, Concept-Based Unit, Environmental Assessment, and Inclusion Plan). Each entry demonstrated the attainment of competencies associated with the IECE certification program.

Objective 2: Student Recruitment

Recruitment letters for students to take coursework beginning in the summer semester of 1998 were mailed to Special Education Directors, Preschool Directors, Infant/Toddler Program Directors, private child care facilities, and Head Start Directors in the targeted rural counties. In addition, the Principal Investigator/Project Director recruited students at the Kentucky Council for

Exception Children Conference in February, 1998. The Office of Distance Learning Programs at the University of Kentucky also included Project Options in the distribution of their recruitment materials. The advisory board has offered suggestions for recruiting students from underrepresented groups which include (a) contacting the state's only Historically Black University which does not have a graduate program and may have Bachelor level students who are seeking a masters degree; (b) recruiting HeadStart Programs which traditionally hire higher numbers of minorities; and (c) taking current minority students on recruitment trips. These methods were employed during the second recruitment round which was conducted in the spring of 1999. As well, the previously targeted groups were also sent announcements about the project. In all students 167 requested information about Project Options,

During the time of Project Options existence, the following students received funding assistance through the Project. These are presented in Table 1 by semester:

Table 1

Student Tuition Paid through Project Options

| | | <u>1998 Summer Semester</u> | | |
|----------------|----------------|-----------------------------|-----------------|------------------------|
| <u>Student</u> | <u>EDS 779</u> | <u>EDS 601</u> | <u>Elective</u> | <u>Tuition Awarded</u> |
| Moore | | x | | 459.00 |
| Pursifull | | x | | 459.00 |
| Stringer | | x | | 459.00 |
| Wood | x | | | 459.00 |
| Judd | x | | | 459.00 |
| Humphreys | | x | | 459.00 |
| Judy | | x | | 459.00 |
| Croucher | x | | | 459.00 |
| Polnisch | | x | | 459.00 |
| Wolford | | x | | 459.00 |

| | | |
|--------------------|---|-----------------|
| Sanders | x | 459.00 |
| Little | x | 459.00 |
| <u>Grant Total</u> | | <u>5,508.00</u> |

1998 Fall Semester

| <u>Student</u> | <u>EDS 600</u> | <u>EDS 601</u> | <u>EDS 620</u> | <u>EDS 612/23</u> | <u>Other</u> | <u>Awarded</u> |
|----------------|----------------|----------------|----------------|-------------------|--------------|----------------|
| Cornet | | | | x | x | 688.50 |
| Godfrey | | | | | x | 918.00 |
| Hovekamp | | | | | x | 229.50 |
| Little | | | | x | | 459.00 |
| Meyer | | | | x | | 459.00 |
| Watkins | | | | | x | 164.00 |
| Singleton | | | | x | | 459.00 |
| Blair | | | | | x | 459.00 |
| Coon | | | | x | | 459.00 |
| Moore | | | x | | | 459.00 |
| Pursifull | | | x | | | 459.00 |
| Wolford | | | x | | | 459.00 |
| Stringer | | x | | | | 459.00 |
| Sanders | | | x | | | 459.00 |
| Lovell | | | x | | | 459.00 |
| Wood | | | x | | | 459.00 |
| Judd | | | x | | | 459.00 |
| Humphreys | | | x | | | 459.00 |
| Judy | | x | | | | 459.00 |
| Horn | | x | | | | 459.00 |
| Teel | | | | | x | 510.00 |

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| | | | | |
|--------------------|---|---|---|-----------------|
| Polnisch | x | x | x | 1638.00 |
| Pendergrast | x | x | x | 1638.00 |
| Daugherty | x | x | x | 1638.00 |
| Miller | | | x | 210.00 |
| <u>Grant Total</u> | | | | <u>14978.00</u> |

1999 Spring Semester

| <u>Student</u> | <u>EDS 630</u> | <u>FAM 557</u> | <u>EDS 612/23</u> | <u>Other</u> | <u>Awarded</u> |
|--------------------|----------------|----------------|-------------------|--------------|-----------------|
| Pendergrast | x | | x | x | 1638.00 |
| Daugherty | x | | x | | 1020.00 |
| Cornett | x | x | | x | 1638.00 |
| Godfrey | x | | x | | 1020.00 |
| Meyer | | x | | | 492.00 |
| Mullins | x | | | | 492.00 |
| Singleton | | | | x | 164.00 |
| Coon | | | | x | 164.00 |
| Wolford | x | | x | | 510.00 |
| Sanders | | x | | | 510.00 |
| Spangler | x | | | | 492.00 |
| Lovell | x | x | x | | 510.00 |
| Lunceford | x | | x | x | 510.00 |
| Judd | | x | | x | 510.00 |
| Humphreys | | | | x | 510.00 |
| Helm | x | | x | x | 510.00 |
| Polnisch | x | x | x | | 1638.00 |
| Carpenter | | x | x | x | 510.00 |
| <u>Grant Total</u> | | | | | <u>12838.00</u> |

1999 Summer Semester

| <u>Student</u> | <u>EDS 612/23</u> | <u>EDS 622</u> | <u>EDS 768</u> | <u>EDS 633</u> | <u>Other</u> | <u>Awarded</u> |
|--------------------|-------------------|----------------|----------------|----------------|--------------|-----------------|
| Abner | x | | | | | 510.00 |
| Ainsley | | | | | x | 510.00 |
| Blaire | | | | | x | 492.00 |
| Carpenter | | | | | x | 510.00 |
| Cornett | | | | x | | 510.00 |
| Daugherty | | | x | x | | 680.00 |
| Farmer | | | | | x | 492.00 |
| Godfrey | | | | x | | 492.00 |
| Helm | | | | x | x | 856.00 |
| Judd | | | | x | | 510.00 |
| Lovell | | | | x | | 492.00 |
| Lunceford | | | | x | x | 428.00 |
| Meyer | | | | | x | 510.00 |
| Miller | | x | | | x | 856.00 |
| Pendergrast | | | x | x | x | 856.00 |
| Polnisch | x | | x | x | | 856.00 |
| Sanders | x | | | | x | 856.00 |
| Tanner | | x | | | | 510.00 |
| West | x | | | | | 492.00 |
| Wolford | | | | x | | 492.00 |
| Woods | x | x | | | x | 856.00 |
| Grant Total | | | | | | 12766.00 |

1999 Fall Semester

| <u>Student</u> | <u>EDS 621</u> | <u>FAM 710</u> | <u>EDS 612/23</u> | <u>EDS 768</u> | <u>Other</u> | <u>Awarded</u> |
|----------------|----------------|----------------|-------------------|----------------|--------------|----------------|
| Ainsley | x | | x | | x | 564.00 |
| Carpenter | | x | | | x | 1092.00 |
| Cornett | | x | | x | | 752.00 |
| Daugherty | | | | x | | 188.00 |
| Farmer | x | | | | | 546.00 |
| Godfrey | | | | x | | 182.00 |
| Greene | x | x | | | | 546.00 |
| Harken | | | | | x | 564.00 |
| Helm | x | x | | x | x | 564.00 |
| Judd | | x | x | | x | 1798.00 |
| Little | | | | | x | 564.00 |
| Lovell | x | x | | x | | 1274.00 |
| Lunceford | x | | x | x | | 564.00 |
| Maiden | x | | | | | 564.00 |
| Meyer | | x | | | | 546.00 |
| Miller | | x | x | | x | 1798.00 |
| Pendergrast | | | | x | | 188.00 |
| Polnisch | x | x | x | x | | 1798.00 |
| Pursifull | | | x | | | 564.00 |
| Ratliff | | | x | | x | 1128.00 |
| Sanders | x | x | | | | 1092.00 |
| Smith | | | | | x | 546.00 |
| Tanner | x | x | x | | | 564.00 |
| West | | | | | x | 564.00 |

| | | | | | |
|--------------------|---|---|---|---|-----------------|
| William | | x | | | 546.00 |
| Wolford | x | | x | x | 1274.00 |
| Woods | | | x | | x 1128.00 |
| <u>Grant Total</u> | | | | | <u>21498.00</u> |

2000 Spring Semester

| <u>Student</u> | <u>EDS 620</u> | <u>EDS 612/23</u> | <u>FAM 552</u> | <u>Other</u> | <u>Tuition Awarded</u> |
|----------------|----------------|-------------------|----------------|--------------|------------------------|
| Ainsley | x | | | | 564.00 |
| Cornett | | | | x | 188.00 |
| Daugherty | | | | x | 188.00 |
| Denicke | | | | x | 182.00 |
| Erpenbeck | x | | | | 564.00 |
| Farmer | | | | x | 546.00 |
| Godfrey | | | | x | 364.00 |
| Green | | x | x | | 1092.00 |
| Hamm | | | x | | 564.00 |
| Judd | | x | x | x | 1316.00 |
| Lovell | | x | x | x | 1274.00 |
| Lunceford | | | x | | 564.00 |
| Maiden | | x | | x | 1092.00 |
| McClaren | x | x | x | | 1798.00 |
| Miller | | x | x | x | 1128.00 |
| Mullikin | | x | | | 564.00 |
| Polnisch | | x | x | x | 1798.00 |
| Pursifull | x | | | | 564.00 |
| Ratliff | x | | x | x | 1128.00 |

| | | | | | |
|--------------------|---|---|---|---|-----------------|
| Sanders | | x | | | 546.00 |
| Singleton | | | | x | 182.00 |
| Smith | | | | x | 546.00 |
| Tanner | x | | | | 564.00 |
| West | | | | x | 564.00 |
| Wolford | | | x | x | 728.00 |
| Pendergrast | | | | x | 188.00 |
| Woods | x | | x | x | 1838.00 |
| Blair | | | | x | 182.00 |
| Meyer | | | x | | 546.00 |
| <u>Grant Total</u> | | | | | <u>21362.00</u> |

2000 Summer Semester

| <u>Student</u> | <u>EDS 633</u> | <u>EDS 612/23</u> | <u>EDS 622</u> | <u>Other</u> | <u>Tuition Awarded</u> |
|----------------|----------------|-------------------|----------------|--------------|------------------------|
| Ainsley | x | | | | 582.00 |
| Little | x | | | | 564.00 |
| Miller | x | | | | 564.00 |
| West | x | | | | 564.00 |
| Woods | x | | | | 564.00 |
| Ainsley | | x | | x | 946.00 |
| Blair | | | | x | 182.00 |
| Daugherty | | | | x | 188.00 |
| Farmer | | x | x | | 946.00 |
| Green | | | x | x | 946.00 |
| Hamm | | x | x | | 946.00 |
| Lennon | | x | | | 564.00 |
| Berg | | | | x | 564.00 |
| Lovell | | | x | x | 752.00 |

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| | | | | |
|--------------------|---|---|---|-----------------|
| Lunceford | | x | x | 752.00 |
| Maiden | x | x | x | 946.00 |
| McClaren | x | x | x | 946.00 |
| Miller | | x | | 564.00 |
| Mullikin | | x | x | 946.00 |
| Pendergrast | | x | x | 752.00 |
| Polnisch | x | x | x | 946.00 |
| Pursifull | x | | x | 946.00 |
| Ratliff | | x | x | 946.00 |
| Sanders | | x | | 564.00 |
| Tanner | x | x | | 946.00 |
| Wolford | | x | x | 946.00 |
| Woods | x | x | | 946.00 |
| Cornett | | | x | 188.00 |
| Judd | | | x | 188.00 |
| Miller | | | x | 382.00 |
| Smith | | | x | 564.00 |
| Harkin | x | x | | 946.00 |
| <u>Grant Total</u> | | | | <u>22286.00</u> |

2000 Fall Semester

| <u>Student</u> | <u>FAM 710</u> | <u>FAM 557</u> | <u>EDS 620</u> | <u>EDS 623/12</u> | <u>Other</u> | <u>Awarded</u> |
|----------------|----------------|----------------|----------------|-------------------|--------------|----------------|
| Ainsley | | | | x | x | 985.00 |
| Farmer | x | | | | x | 1146.00 |
| Farmer | | | | | x | 591.00 |
| Green | x | | | | x | 1146.00 |

| | | | | | | |
|--------------------|---|---|---|---|---|-----------------|
| Hamm | | | | | x | 197.00 |
| Harkin | x | x | | | x | 1883.00 |
| Hawkins | | | | x | x | 591.00 |
| Judd | | | | | x | 191.00 |
| Little | | | | | x | 591.00 |
| Lovell | x | x | | | x | 1337.00 |
| Lunceford | | x | | | x | 788.00 |
| Maiden | x | | | | x | 1146.00 |
| McClaren | | x | x | x | | 1883.00 |
| Meyer | | | x | x | | 1182.00 |
| Miller | x | | | x | x | 1488.00 |
| Mullikin | x | | | x | x | 1882.00 |
| Polnisch | | | | | x | 591.00 |
| Sanders | | | | | x | 573.00 |
| Tanner | | x | | | x | 1182.00 |
| West | | | | x | x | 985.00 |
| Woods | | | | x | x | 1883.00 |
| Cornett | | | | | x | 197.00 |
| Pursifull | | | | | x | 591.00 |
| Daugherty | | | | | x | 197.00 |
| Pendergrast | | | | | x | 197.00 |
| Ratliff | x | | | x | x | 1182.00 |
| Grant Total | | | | | | 24605.00 |

2001 Spring Semester

| <u>Student</u> | <u>FAM 659</u> | <u>EDS 623/12</u> | <u>FAM 699</u> | <u>EDS 621</u> | <u>Other</u> | <u>Awarded</u> |
|--------------------|----------------|-------------------|----------------|----------------|--------------|----------------|
| Farmer, P. | | | x | | | 591.00 |
| Farmer, S. | | | | | x | 591.00 |
| Greene | | | x | | | 591.00 |
| Hamm | | | | | x | 197.00 |
| Hawkins | x | | | | | 591.00 |
| Lunceford | | | | | x | 197.00 |
| McLaren | | x | | | x | 1182.00 |
| Maiden | | | | | x | 591.00 |
| Mullikin | | x | | | | 591.00 |
| Tanner | | | | x | | 591.00 |
| West | | | | | x | 591.00 |
| Woods | | | | | x | 197.00 |
| Ainsley | | | | | x | 197.00 |
| Judd | | | | | x | 197.00 |
| Little | | | | | x | 197.00 |
| Lovell | | | x | | | 591.00 |
| Miller | | | | | x | 197.00 |
| Daugherty | | | | | x | 237.00 |
| Cornett | | | | | x | 197.00 |
| <u>Grand Total</u> | | | | | | <u>8314.00</u> |

2001 Summer Semester

| <u>Student</u> | <u>EDS 623/12</u> | <u>EDS 622</u> | <u>FAM 699</u> | <u>Other</u> | <u>Tuition Awarded</u> |
|----------------|-------------------|----------------|----------------|--------------|------------------------|
| Ainsley | | | | x | 197.00 |

| | | | | |
|--------------------|---|---|---|----------------|
| Harken | x | x | x | 991.00 |
| Judd | | | x | 197.00 |
| Lunceford | | | x | 197.00 |
| McClaren | x | | x | 591.00 |
| Miller | | | x | 197.00 |
| Ratliff | x | | x | 788.00 |
| Woods | | | x | 197.00 |
| Farmer | | | x | 573.00 |
| Greene | | | x | 573.00 |
| Hawkins | | | x | 591.00 |
| Maiden | | x | | 573.00 |
| McClaren | | | x | 591.00 |
| Ratliff | | | x | 591.00 |
| Sanders | | | x | 573.00 |
| Tanner | | | x | 591.00 |
| Grand Total | | | | 8011.00 |

Objective 3: Student Matriculation and Employment

presently seven (7) students have graduated with masters degrees in Early Childhood Special Education with or without certification in IECE. Of those, all are employed; 4 in inclusive preschool programs, 2 in infant/toddler programs, and 1 in a 1st grade classroom. In addition, 21 students are in the final stages of their program. These students need only to complete their thesis work in order to graduate. All of these students are also currently employed in some area of early childhood special education; early intervention (9); preschool (5); and other (6). Those in the “other” category, are generally research assistants working on various early childhood projects.

Objective 4: Dissemination

The first major dissemination activity consisted of recruitment. Approximately 300 flyers with basic information about Project Options were mailed to the programs mentioned above. As interested students called, a letter detailing the Project Options was mailed to each of these students. This activity occurred in the springs of 1998 and 1999. In addition, the Project Director, sometimes with project students (**in bold**), conducted the following presentations related to project activities and student-initiated research:

Blair, T. & Grisham-Brown, J. L. "Strategies for Addressing Challenging Behaviors of Preschoolers in Daycare Settings." Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Polnisch, J. A. & Grisham-Brown, J. L. "Teaching Expressive Signs to Infants and Toddlers." Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Godfrey, S. W. & Grisham-Brown, J. L. "Three Active Responding Techniques Comparing Student Participation and Social Behavior." Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Grisham-Brown, J. L., Hemmeter, M. L., McCormick, K., **Daugherty, S., Lovell, K., Pendergast, C., Polnisch, J.** "Training Student Researchers: It Really Can Happen!" Poster Session for Dec International Early Childhood Conference on Special Needs, Albuquerque, NM, December, 2000.

Grisham-Brown, J. L., Collins, B. C., Baird, C. "Training Rural Educators in Kentucky: Impact with Follow-up Data." Presentation for American Council on Rural Special Education, Washington D.C., March, 2000.

Grisham-Brown, J. L., Hemmeter, M. L., & Laumann, B. "Live From...! Formats for Delivering Coursework to Rural Early Childhood Professionals." Presentation for Division of Early Childhood Conference, Washington D.C., December, 1999.

Watkins, K., Grisham-Brown, J. L., & Hemmeter, M. L. "Evaluating the Quality of Individualized Family Service Plans." Presentation for Division of Early Childhood Conference, Washington D.C., December, 1999.

Collins, B. C. & Grisham-Brown, J. L. "Tips and Suggestions for Special Educators Involved in Distance Learning." Presentation for Council for Exceptional Children Conference, Charlotte, NC, April, 1999.

Collins, B. C., Grisham-Brown, J. L. & Schuster, J. W. "Training Rural Teachers as Researchers: Guidelines for Conducting Field-Based Research in Rural Classrooms." Presentation for American Council on Rural Special Education Conference, Charleston, SC, March, 1998.

Polnisch, J.A. & Grisham-Brown, J.L. "Teaching Expressive Signs to Infants and Toddlers Using A Mand-Model Approach." Presentation for Eighth Annual Infant/Toddler Conference, Bowling Green, KY, July, 2000.

Grisham-Brown, J. L. "Training Special Educators through Distance Education Technologies." Presentation for Kentucky Commonwealth University, Lexington, KY, October, 1998.

In addition to these dissemination efforts, a doctoral student in the Department of Special Education and Rehabilitation Counseling developed a web site for Project Options.

Objective 5: Evaluation

In order to determine the impact of Project Options on the delivery of infants and toddlers and preschoolers with disabilities, and their families, we asked students to complete a student log of professional activities. The intent of this log was to determine the extent to which they were participating in professional activities, as well as the extent to which they were disseminating information learned in their program of studies. In the following tables are the results.

Table 2

Inservices Attended

| Student | Title |
|-----------|---|
| Erpenbeck | 1. ISAACS 2. Various Workshops |
| Farmer | 1. Assessing and Teaching Skills in Natural Environments 2. Essential Skills for supervisory success 3. Principle-Centered Leadership 4. Mental Health in Early Childhood 5. Oral Motor/Feeding |
| Farmer | 1. Using Power Point 2. Using Digital Cameras 3. KISSED |
| Greene | 1. Battelle Training 2. Assessing and Teaching Sensory Skills in the Natural Environment. 3. From the Beginning: Developmental Approaches for young children with Special Needs |
| Hamm | 1. Transition |
| Little | 1. Child Centered planning 2. Balancing to Learn 3. Food for thought-Your Child's Brain |

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| Lovell | 1. Infant/Toddler Conference 2. Dual Sensory Impairments 3. Early Childhood Conference 4. KISSED training |
| Lunceford | 1. SHIPP 2. BAECE |
| McLaren | 1. Project Learning Tree |
| Miller | 1. None |
| Mullikin | 1. Safe physical Environment 2. Positive Strategies for Difficult Children 3. Sensory Integration |
| Pendergrast | 1. Infant-Toddler Workshop |
| Polnisch | 1. Orientation training for KY child care providers 2. Safe Crisis Management |
| Sanders | 1. Alternate Portfolio Update 2. Positive Behavior Support 3. Functional Behavior Analysis 4. Social Studies |
| Tanner | 1. Identifying Developmental Delays and Talking to parents about special needs 2. Working with Infants and toddlers 3. Family Partnerships |
| West | 1. 504 Training 2. Sprick Training |
| Woods | 1. Reach for the Stars |

Table 3
Inservices conducted.

| Student | Title |
|----------------|--|
| Farmer | See Attached |
| Farmer | 1. Writing Centers 2. Cooking in Classroom 3. Artactivities |
| Harken | Through a Child Eyes |
| Lovell | 1. Exceptional Children Class— guest speaker for 1 class session each semester |
| Maiden | Transfer/ Body Mechanics |
| Ratliff | Through a child's eye's: children and television |
| Tanner | Community CPR and First Aid |
| West | Special Education forms training |
| Woods | None |

Table 4
Professional Conferences Attended

| Student | Title |
|----------------|--|
| Blair | 1. DEC 2. Early Childhood Collaborative Conference 3. Early Childhood Collaborative Conference 4. Infant/Toddler Conference |
| Daugherty | 1. DEC 2. DEC |
| Erpenbeck | 1. KAECE 2. BAECE 3. SECA |
| Farmer | 1. Infant/Toddler conference 2. KISHA Conf. On Communication Disorders 3. Infant Toddler Conference 4. See Attached |
| Farmer | NAEYC |
| Godfrey | DEC |
| Greene | 1. Infant/Toddler Conference 2. Brain Development Conference |
| Hamm | 1. First Steps Infant/Toddler Conference 2. SCRIPT |
| Harken | None |
| Hawkins | None |
| Lindberg | 1. NAEYC 2. BAECE |
| Little | 1. SHIPP 2. Regional Conference |
| Lovell | DEC |
| Lunceford | 1. Infant/Toddler Conference 2. Brain Research |
| McLaren | 1. CCBBD Behavior Institute 2. Fall Collaborative Conference 3. Explosive and Non compliant Children 4. Brain Research |
| Miller | 1. DEC 2. Brain Research |
| Mullikin | Early Childhood State Conference |
| Pendergrast | 1. DEC 2. Midwest AEYC |
| Polnisch | 1. NAEYC 2. DEC 3. Infant/Toddler Conference 4. Brain Research 5. DEC |
| Ratliff | Family and Children: Bridging the Gap Research |
| Sanders | Not Provided |
| Tanner | Bluegrass Association for Early Childhood Education-Spring Conference |

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| West | KECSAC: New teachers training |
| Woods | 1. DEC 2. Brain Research |

Table 5.
Professional Conference Presentations

| Student | Title | Description |
|----------------|---|--|
| Blair | Poster Session - Division of Early Childhood | Graduate students and Jennifer Grisham-Brown and Mary Louise on research thesis topics for graduate students |
| Daugherty | Poster Session - Division of Early Childhood | Graduate students and Jennifer Grisham-Brown and Mary Louise on research thesis topics for graduate students |
| Farmer | Creating An Accessible Environment for Young Children with Special Needs | Infant Toddler Conference, Louisville, KY 1.5 hours presented to app. 50 DI's and child care providers from private and non-profit agencies in KY |
| Godfrey | A comparison of three active student response strategies with preschool children with special needs | Poster presentation, study with 5 preschool children within class in rural public preschool setting |
| Lovell | Training students to conduct field research | Poster session at DEC |
| Lunceford | At-Risk Infants (co-presenter with Dr. Jackie Sampers) | My portion of the presentation included information about the effects of prematurity on speech/ language development (30 minutes) |
| Polnisch | Teaching Expressive signs t infants and toddlers using a mand-model approach | 1. 150 attendees to presentation from Early childhood fields 2. 150 people stopped by conference attendees were in Early Childhood |
| Ratliff | Exceptional Children's Conference: Prevention for Violence in School | Identification of the violence factors and the influence domains with resilient prevention strategies |

Table 6
Research Conducted

| Student | Description of Students | Description of Research |
|----------------|---|--|
| Blair | Preschoolers with delays | Trained child care staff to effectively manage behavior |
| Daugherty | Children with delays | Taught counting to preschool children using CTD in activity-based format |
| Farmer | Participants in family literacy programs | How literacy programs effect family relationships |
| Godfrey | Preschool children with special needs | A comparison of three active student response strategies with preschool children with special needs |
| Hamm | 6 students- 2 girls and 4 boys; preschool age 4-5 years old | Transitions in preschool— comparing 3 cues to begin transition |
| Harken | 1. Children's aggression and violent television 2. Interventions on children's aggression and violent television | 1. Lit. Review 2. Lit Review |
| Hawkins | 4 professors from UK--- (2 taught on campus and 2 taught off campus) | Looking at teachers' behaviors that teach distant learning classes |
| Lindberg | Working class childbearing women who work full-time | Perception of infant temperament (social support to mother as IV-perception of infant temperament as DV |
| Little | 6 Developmental Delay and 1 typical | Comparison of ABI and DI using constant time delay |
| Lovell | Infant/toddlers and their mothers enrolled in early intervention | Video replay of parent/ child interaction, parent/ home visit or discussion of parent/child interaction to increase parent interaction behaviors |
| Lunceford | 4 month old preterm and full-term infants | Group comparison of a visual recognition/preference task using a paired stimulus of color, shape, disorganized face and complexity currently collecting data |
| McLaren | 4 preschool students | Use of mand-model teaching shape identification |
| Pendergrast | 3 preschool and teachers | Taught preschool teachers language intervention strategies using self- |

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| | | monitoring procedure using audio recordings |
| Polnisch | 4 children, 1 with special needs. Age 9 months-23 months | Thesis: Teaching expressive signs to infants and toddlers: Using a mand-model approach |
| Ratliff | Preschoolers: 3 children 1 child with disability, 1 child with delay, and 1 typical child | Teaching preschoolers to put on coat using systems of least prompts |
| Sanders | Students 8-9 years old with functional disability | Using progressive time delay to teach skills in regular education and special education |
| Tanner | 3 preschool children considered at-risk, 2 with Spanish as native language | Compared use of mand model in teaching naming objects with which child was or was not engaged |
| Woods | 4 subjects: 2-3 years of age with special needs | Activity based instruction and constant time delay used to teach shape identification to preschoolers with disabilities |

Table 7
Research Submitted

| Student | Title | Journal |
|----------------|--|---|
| Daugherty | The effects of Embedded Skill Instruction on the Acquisition of Target and non-Target skills in preschoolers with developmental delays | Topics in Early Childhood Special Education |
| Godfrey | A comparison of three active student strategies with preschool children with special needs | Education and Treatment of Young Children |
| Polnisch | Teaching expressive signs to infants and toddlers using a mand-model approach | |

Table 8
Professional organizations

| Student | Name Of Organization | Office Held | Activities |
|----------------|---|---|--|
| Erpenbeck | 1. NAECE, SECA, KAECE 2. BAECE | 1. Member 2. Vice President of Membership and Secretary | 1. Conference 2. Monthly meetings, planning conference |
| Farmer | Council for Exceptional Children (State and National) | | |
| Farmer | Midway college teacher advisory council, member Phi Upsilon professional fraternity, initiation chair, site based council, teacher representative | | |
| Hamm | NAYEC and KY affiliate, DEC/CEC | | |
| Lindberg | NAEYC, KAEYC, BAEYC | | Attended conference Spring 2001 |
| Little | NAEYC | | |
| Lovell | NAEYC, DEIC | | |
| Lunceford | NAEYC, KAECE, BAECE, CEC/DEC, DEIC- Bluegrass | DEIC- secretary | Recorded minutes and was on public awareness committee |
| Maiden | Henderson Settlement Mission Board 2. American PT association American Hippotherapy Assoc. | Vice President | Attend quarterly meetings/donate resources PR committee member and photographer |
| McLaren | CEC/DEC, and CCBD | | |
| Miller | CEC/DEC | None | Attended conference in D.C. |
| Mullikin | NAEYC | | |
| Pendergrast | CEC/DEC, NAEYC, SECA | None | None |
| Polnisch | NAEYC, CEC/DEC | | |
| Ratliff | None | | |
| Sanders | KEA/NEA | | |
| Tanner | NAEYC | None | Week of the young child- displays for community |

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| | | | action council and resource for parents |
| West | KEA | | |
| Woods | CEC/DEC | None | Attended conference in D.C. |

Table 9
Volunteer Services

| Student | Agency | Description of Services | Type of Children |
|----------------|--|--|--|
| Farmer | Lexington Children's Museum | Advisory Council | Birth-8 years |
| Harken | Christian Appalachian Project | 1. Preschool Assistant 2. Home Based Teacher | 1. 3 to 5 Years old-low income 2. 2 to 5 years old-low income |
| Maiden | JAF Ministries | Disability ministry and distribute WICS, teach how to use WIC | Adults, CP, Polio, paralysis |
| Tanner | 1. Arlington Elementary 2. Arlington 3. Winter Olympics 4. Special Olympics | 1. Literacy Activities for Parents and children PK-5 2. Worked Book Fair 3 & 4. Assist participants with activities | Parents and Children PK-5 Children with disabilities |
| Woods | 1. Jarrett's Joy Cart 2. Walk for American Heart Association | 1. Gathered toys from various people for Jarrett to pass out to children who are ill at UK hospital 2. Walked for people with heart defects | 1. Young boy who passes out toys to ill children. |

Table 10
Professional Meetings (Interagency Coordinating Council)

| Student | Type of Meeting | Outcome |
|----------------|--|--|
| Blair | Early Childhood Council | To provide our 2 local daycare's with funding |
| Farmer | DEIC | |
| Greene | None | |
| Hamm | DEIC | Discuss current First Steps |
| Lovell | None | |
| Lunceford | Bluegrass DEIC member since | |
| Maiden | IEP Meeting | Change of Placement without parent agreement-Parent called P&A |
| Miller | Early Childhood Task Force (KIDS NOW) | To inform legislation about Task Force |
| West | Curriculum Development and Consolidated Planning | Develop Science and math curriculum with DOS |
| Woods | Early Childhood Task Force (KIDS NOW) | To inform legislation about Early childhood initiative |

8. Advocacy Activities

| Student | Activity | Purpose |
|----------------|--|---|
| Blair | Parent Support Group Meeting | To offer support and information on area services |
| Lindberg | Served on Migrant-Network Coalition | Improve services to migrant/Hispanic families living in the bluegrass region |
| Lovell | Initiated autism parent support group in Somerset along with a couple other professional and a couple of parents | Address a community need |
| Lunceford | Member of core content work group as part of KIDS NOW Initiative | Collaborate with various early childhood professionals throughout the state to create a document of recommendations for core content to be used in a future seamless system of teacher training |
| Maiden | Support group | Support families with children with disabilities |
| McLaren | Helped fundraise and start community, church affiliated preschool with scholarship positions for low-income families in need of quality preschool/childcare services | |
| Rebecca Tanner | Family Assistance Meeting Sharing resources with parents | 4. Assist mother in finding employment, sharing guidelines for behavior management of her sons 5. 2. Assist parents by giving information on topics of concern/interest |

Summary

Project Options was a successful personnel preparation project that developed graduate level educators who received an interdisciplinary education with an emphasis in family centered practices. Students in rural and urban areas were able to take courses together through Project Options with the use of Satellite, Compressed Video and Web-based technologies. Students involved in Project Options have learned skills to consume and conduct applied research. Most importantly, of the 28 students who have or are nearing graduation, all are working in some capacity with young children who are birth to 8, with the majority working in inclusive programs for children who are birth to five. This 3-year project accomplished these outcomes at a cost of about \$5,520 per student. Considering the contribution these early childhood educators will make to the field, Project Options was extremely cost effective in its efforts.



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